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ABSTRACT

A study examined the effects on elementary school climate that result from a change of principal. Data were collected over a 12-month period at 12 schools in an urban school division. Six of the schools were scheduled to have principal changes in fall 1994 and six were not. Teachers completed Hoy, Tarter, and Kottkamp's (1991) OCDQ-RE survey in May and October 1994; principals were interviewed in October 1994 and February 1995. New principals recognized the importance of school climate and of the need to gain faculty acceptance, and school climates changed somewhat in three of the six buildings with new principals. However, staff turnover and annual differences between attitudes in May and those in October may also have affected measurement of climate, and climate itself. The research suggests that school climates are not very stable or at least that their measurement does not provide stable assessment. (Contains 11 references.) (LMI)

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Principal Succession and Elementary School Climate: One Year's Experience in an Urban School Division

Abstract

Do new principals have an impact on elementary school climate? We studied twelve elementary schools, six with new principals and six without, in an urban school division. Teachers completed Hoy, Tarter, & Kottkamp's (1991) OCDQ-RE survey in May and October 1994; principals were interviewed in October 1994 and February 1995. New principals recognized the importance of school climate and of the need to gain faculty acceptance, and school climates changed somewhat in three of the six buildings with new principals. However, staff turnover and annual differences between attitudes in May and those in October may also have affected measurement of climate, and climate itself. A third wage of data collection, conducted in May and June 1995 may clarify some of these issues.

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Principal Succession and Elementary School Climate: One Year's Experience in an Urban School Division

Introduction

As a new school year begins, many schools have new principals. If, as Sweeny (1982) asserts, principals do make a difference in schools, does a principal succession make a difference in the perceptions of teachers and ultimately effect a school's climate? The act of replacing principals is referred to as principal succession (Hart, 1993). A substantial body of research suggests that principals are crucial factor in a school's effectiveness (Corcoran, 1985; Ogawa, 1993). Effective schools are generally healthy organizations with open climates which promote student achievement (Hoy, Tarter, & Kottkamp, 1991). Climate refers to the perception of others and it is these perceptions that influence behavior in the organization (Keefe, 1989; Tagiuri, 1968). An important component of effective schools is the ability of the principal to provide necessary instructional resources for the teacher (Goldman, Dunlap, & Conley (1993). Teachers' perceptions of a principal's ability to influence supervisors to obtain resources also can influence school climate (Hoy, Tarter, & Kottkamp, 1991).

This study represents an attempt to ascertain the effects on elementary school climate that result from a change of principal. The literature review indicates that the organizational element of climate, as it relates to principal succession, is an area that has not received much attention in educational research. The current aging educator population points to an increasing number of principal successions (Hart, 1993).

Background: Replacing a Principal

To understand principal succession, it is necessary to understand both the context within which it occurs and its effects (Fauske and Ogawa, 1987). Context gives a sense of what happened before and during a succession (Miskel & Cosgrove, 1985). Because the focus of this study is to determine the effects of succession on the climate of elementary schools, consideration needs to be given to investigating the effects that occur after a succession.

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Views about the effects of principal succession on a school are mixed (Fauske and Ogawa, 1987). Miklos (1988) comments that the effects, if any, of succession on an organization are questionable. Pfeffer & Davis-Blake (1986) believed succession will have a very minimal, if any, effect upon the organization's outcomes. Rowan and Denk (1984), suggest effects are small but significant. Miskel and Cosgrove's (1985) study indicated that principal succession had no statistically significant positive effect upon a school's effectiveness but rather can have the detrimental effect of altering the organization's lines of communication, relationships and the decision-making process.

Succession in schools is not predictable and is associated with many variables (Rowan and Denk, 1984). Important to understanding succession is how the members of an organization make sense of it (Gephart, 1978). Ogawa (1991) suggested that succession can have a significant effect upon attitudes of subordinates and influence the perceptions of staff. The focus of this study is the perceptions of the staff about relationships following a succession. Hart (1993) suggested that an important focus of administrative succession is not only the successor, but also the interactions in the school between groups and individuals. The interactions determine the a schools climate and whether principal succession changes it.

School Climate

Each school has a climate that distinguishes it from another schools and influences behavior in it (Hoy, Tarter & Kottkamp, 1991; Tagiuri, 1968). One common element in most definitions is a sense that climate consists of the perceptions of others (Keefe, 1989; Lindelow 1989). Halpin (1966), however, suggested that schools have a personality that this is reflected in the interactions involving teachers and principals. The present study uses Hoy and Miskel's (1988) definition of climate as an enduring quality of school environment that participants experience and which affects their behavior and is based upon collective perception of behavior.

The theoretical framework for school climate adopted for this study is based on Hoy, Tarter, & Kottkamp's (1991) four profiles of school climate. Their model depicts climate as the extent to which staff share perceptions of behavior in the school. This framework focuses on two general climate aspects: the openness of teacher to principal interactions and the openness of teacher to teacher interactions.

The openness in principal-teacher relationships is characterized by high supportiveness (concern for others), low directedness (encouraging teachers to act independently and try new ideas) and low restrictiveness (the principal does not interfere with the teachers' jobs). Openness in teacher to teacher behavior is characterized by low disengagement (staff interactions are tolerant and meaningful), high intimacy (teachers are friendly and supportive of each other) and high collegiality (teachers are accepting, respectful and enthusiastic of each other). The Hoy, et al. (1991) typology is illustrated as follows:

	Principal Behavior	Teacher Behavior
Open Climate	Open	Open
Engaged Climate	Closed	Open
Disengaged Climate	Open	Closed
Closed Climate	Closed	Closed

Procedures

This research is a comparative multiple-site case study employing a previously validated survey instrument and a series of in-depth interviews. A case study was selected to allow an empirical study of a contemporary phenomenon (principal succession) within a real-life context using multiple sources of evidence where there was little or no environmental or subject control (Yin, 1981; Merriam, 1988) of the succession process being studied. The multi-site case study was selected for this research since longitudinal multi-site case studies of principal succession have not been reported (Hart, 1993).

This is longitudinal case study involving data collection over a twelve-month period. The research site is an urban school division with 14,000 students enrolled in 40 schools employing 750 teachers. Within the division, twelve elementary schools were chosen. Six of these where scheduled to have principal changes for Fall, 1994, and six were not. The study employed both survey and interview data-gathering methods. The survey data come from two self-administered questionnaires distributed to the 12 schools in May 1994 and October of 1994. A third set of surveys has been distributed and collected in May 1995, but results are not reported here. Semi-structured interviews were conducted with the six principals of succession schools in October, 1994, and again in February and May, 1995. Superintendents of instruction, whose roles include the recruitment placement and selection of teachers and principals, were interviewed in October, 1994; teachers in succession schools will be interviewed in June, 1995. In all, 150 teachers, two superintendents, and twelve principals participated in the study.

The primary survey instrument was a 57-item questionnaire. Forty-two items were taken from a commonly used instrument known as the Organizational Climate Descriptive Questionnaire - RE (OCDQ-RE). Because the literature suggests that the ability of the principal to obtain school resources from supervisors is an important component in healthy school climates, an additional subscale, resource influence, was added to the questionnaire. That subscale's origin is in the revised Organizational Health Inventory (OHI-E). Items were taken verbatim (although after pilot testing, the term "staff" was replaced by "faculty"). Responses to all items on the questionnaire were on a four point scale of "rarely occurs," "sometimes occurs," "often occurs," and "very frequently occurs." Demographic variables included were gender, teaching grade level, teaching experience and academic training.

The OCDQ-RE is a revised version of the Organizational Climate Descriptive Questionnaire (Halpin and Croft, 1963). The OCDQ-RE model depicts climate as the extent to which staff share perceptions of behavior in the school. The questionnaire asks teachers to describe the principals and teachers' behaviors in school. The questionnaire measures six dimensions (subscales) of school climate creating two general aspects of behavior: the openness of principal-teacher interactions and the openness of teacher-to-teacher interactions (Hoy, Tarter, & Kottkamp, 1991). Each aspect consists of three dimensions:

Principal Behavior

1. Supportive	concern/support for faculty
2. Directive	task oriented
3. Restrictive:	behavior impeding teacher work

Teacher Behavior

1. Collegial	close faculty relationships inside school
2. Intimate	close faculty relationships inside/outside school
3. Disengaged	teacher alienation

Data were also gathered through two sets of interviews with the principals of schools experiencing succession. Interviews were taped and transcribed. The questions presented are slightly modified versions of questions that have been used in several studies that investigated principal succession and/or school climate (Fauske and Ogawa, 1983; Hart, 1993; ; Lortie, 1975; Miskel and Cosgrove, 1984; Parkay & Hall, 1992; Weindling & Earley, 1987). Questionnaires were distributed through the school delivery system to all professional staff (those with teacher licences) except principals assigned to the twelve schools. The forms were returned anonymously through the school division's delivery

system. One hundred and sixty questionnaires were distributed in each of the two distributions. The return rate was 84 percent (n=134) for the first distribution and 81 percent (129) for the second distribution. Table provides more detailed information about the schools.

Several methodological caveats must be noted. First, time-of-year effects. Schools have well-established annual rhythms: fall is a time of hope, winter sometimes a time of stolid entrenchment, and spring a time of holding on until vacation. Do these rhythms affect climate measures and the climate norms figures established by the Hoy, et al. (1991) data? Our final round of data while at least provide twelve month, May to May, data for each school. Second, Hawthorne effects. Would we expect principals to effect change in just a few weeks? Our October data may reflect first impressions and plans rather than actual accomplishments. Third, turnover effects. The schools we studied all had some staff turnover. The actual staff completing the survey thus differs between the May and October administrations. Staff changes may be systematic with teachers leaving a bad situation for one they think might be better. And new staff may not have a very deep understanding of the climate of their new school. Fourth, size effects. Elementary schools are usually small; four in the sample have ten or less teachers. The statistical effects of even one or non-returned surveys or dramatic changes in perception, in addition to turnover effects, may be magnified in the results.

INSERT TABLE 1 ABOUT HERE

Results

Upon receipt of all questionnaires, average school score for each item was calculated. The OCDQ-RE offers six dimensions of school climate and particular questionnaire items pertained one of the six dimensions. The average scores of items that pertained to a climate openness dimension in each school were then calculated. After weighting the three subscales so each would have an equal contribution, principal and teacher openness scales were calculated. These results are presented in Table 2. Changes between May 1994 to October 1994 are presented in Table 3.

INSERT TABLE 2 AND TABLE 3 HERE

Perceptions of Teacher-Principal Relationships

The three dimensions of principal behavior, supportive, directive and restrictive behaviors combined to create the dimension of principal openness. Principal openness increased more in the non-succession schools than in the succession schools between May means and October. Within the succession group, four schools increased while two schools decreased in openness. In the non-succession schools five of the six schools increased in openness. The three schools with the most amount of increase in principal openness were non-succession schools. It may be noteworthy that mean principal openness for the entire sample, both succession and non-succession, and in both May and October, was higher than the means reported by Hoy *et al.* (1991).

Breaking down the results into component subscales helps explain the broader pattern. Principal support behaviors increased between May and October regardless of whether the school experienced a change of principal or not. Possibly teachers are most sensitive to this type of principal behavior when the school year beings than they are as the year draws to a close. However, the swings appear to have been a bit larger in schools that had changed principals.

By contrast, there was a clear difference in teachers' perceptions of principal directive behavior: all six succession schools showed increases in directiveness, while only one of the six in the succession group increased in directiveness. Generally succession schools increased in principal directiveness while those in the non-succession group decreased in directiveness (and these changes were larger). The pattern is repeated when we examine results for principal restrictiveness, although fluctuations are proportionately smaller.

This makes sense: new principals will attempt to set a tone, a vision when they first arrive. And while they may attempt to assert some degree of centralization to coordinate, and control, activities, they do this cautiously. Over time, both their window of opportunity will close, and the staff will become acclimatized to their style.

In general, teachers did not appear to believe their principals were particularly successful in obtaining resources. Interestingly, they were judged as being less successful as the new year began in the fall than they were when as the previous year was moving towards a close.

Perceptions of Teacher-Teacher Relationships

Three dimensions of teacher behavior--collegial, intimate and disengaged behaviors--combined to create the teacher openness. There was less change in the openness of teacher relationships than in relationships between teachers and

their principal. Moreover, it made little difference whether there was a new principal: in schools with and without a principal change half had a positive and half had a negative change. This general finding is also reflected in the subscales.

School climate appears to be relatively stable over time. Certainly these findings support the contentions of those who claim that principal succession does not have a significant effects on school life (Miklos, 1988; Miskel and Cosgrove, 1985; Pfeffer and Davis-Blake, 1988). Some of the changes we have reported are at least as likely to have been influenced by the calendar: educators are more hopeful and upbeat in early fall than in late spring. Furthermore, schools experiencing a principal change had only had the new administrator in place for a few weeks; it is highly probable that whatever changed attitudes they report are more due to Hawthorne effects than substantive changes.

Nevertheless, the data suggest that there may have been some changes on the margin, and as Rowan and Denk (1984) suggest, these may have been particularly important in at least some of the schools we studied. As we noted above, the interaction of the OCDQ-RE's two general factors of teacher openness and principal openness create four school climate prototypes: open climate, disengaged climate, engaged climate and closed climate. Using the scoring system devised by Hoy, Tarter & Kottkamp (1991), we placed each of the twelve schools into one of the four climate prototypes. Table 4 illustrates how schools fit these categories in both the May and October, 1994.

INSERT TABLE 4 ABOUT HERE

The Context of Principal Succession

In both the succession and non-succession groups some schools appeared to experience more change than others. Attention will first be given to 3 succession schools. One school experienced very little change, a school that changed from an open to disengaged climate, another that changed from a disengaged to an open climate and a third that appeared to have changed very little in climate. To make this comparison, our discussion emphasizes the initial response to the school, leadership style, the concept of climate and goals for the school.

Western School is located in a new and growing upper socio-economic area of the city. The school's climate changed from an open climate to a disengaged climate. During the May to October period Western School's climate

maintained a high level of principal openness with the change in climate resulting primarily from a decrease in teacher openness.

The teachers perceived the principal as supportive and respectful of teachers. A respect for staff is evident in the principal's comment that he " had to be a good listener, I did not have all the answers and I had to rely on staff. If you come in saying this is what I am going to do, I couldn't do that, (saying) this is the way it is going to be at day one, the first staff meeting. The new school seemed frustrating "because I was not in on a lot of the closing of the former school year, so staff assignments and class room arrangement I had to check on all those kinds of things. A lot of different ball were in the air at that time, it was frustrating."

One of the challenges he faced was "satisfying different clientele. All parents love their kids, but some parents in suburbia tend to have a little bit higher goals for the kid and so when parents perceive that the goals are not being met immediately then there is a challenge."

He appears to have a cautious style of leadership: "The best style is almost a follower and I promised the staff that I would guide them through the first half of the year and not create a lot of changes for the first part of the year and I would check with them instead of being dictatorial." In terms of provision of resources, the principal noted a concern of lack of funding to obtain needed resources . "There is a need for central office to recognize growth is inevitable and not just work on their budget saying 'sorry there is no money allocated for your school'."

Like all of the principals in the study, he believes school climate is important "because there are certain things in the school that make kids feel good about themselves, (such as) self esteem and teachers feel good about coming here." Yet the school's climate was difficult for him to understand: "It is hard to put a handle on what kind of climate you have here, I'm not sure. I don't think I have affected it (climate) yet. The climate was established by the former principal and I happened to step into it. The former principal and I see things in similar ways and there is not much different. I can't take credit for any of the climate that is here right now. I am maintaining it, I don't think I want to change it so its good and I am not going to fix it if it is not broken."

Goals for the school "were hard to put into words, I have to maintain what is here. Secondly as the school increases I will have to make the new pupils comfortable. They can't be thought of as just imports. . . they must feel part of the school. They must be comfortable.

Grayson is a school in a middle income relatively new district of the city has an enrollment that continues to grow slightly. The new principal believes care must be taken "about how quickly we make changes when we first come to a school. Over time maybe saying 'I wonder what it would look like (doing something) this way. So that over time so that it would not look like throwing the baby out with the bath water. "

Recognition of the former principals' popularity is evident in such comments as "I knew that he was well liked here. So when I come here, I may have some ideas, but, again I have to go slowly because I think that would be really shooting my self in the foot or wouldn't be helping my cause any if I came in and said 'Boy do we need to make some changes here'."'

Listening and taking things slow were important features in his leadership style. "The principal needs skill to listen and observe and evaluate quietly. I think it is okay to take some time with some thing's." So I don't think that there is a great big hurry if things have gone along fairly well." "So that when change does come quickly you don't have to change it back, a band aid solution. Make sure that it [the change] is the right one."

Unlike the principal of Western, this principal sought involvement in selecting new staff being placed at the new school and the placement of children in classrooms. "We place (students) in fall when we have the best guesses possible for actual enrolments such as size of classrooms etc. so that we make the fewest possible changes after the fact. Hesitation about not being involved in placement could be due to promises being made, and that the kid can go and be with such and such a teacher and that is an easy thing to do if you (principal) is not going to be there. If I am the one that is going to have to justify why kids are being put some where, then it should have been me who made the decision."

He did not find student placement problematic. "For the most part it worked quite well and I wouldn't consider it very serious [dilemma] at all." Setting a standard was important and he would rarely "entertain requests to be with a certain teacher. . . Problems occur when there is a policy or way of doing things and that one person has more clout than this one."

Principal concern for teacher workloads is evident in the statement "We try and look at who has been involved in multi-graded classrooms very recently so that there is a perception of trying to treat people equally. Climate was an explicit issue for this principal. "The happier you are the less stress you have and the more productive you can be and I believe that for students, teachers and principals. An unfavorable place is where "you are looking over your shoulder,

your always tense and you're wondering what is going on." First of all I can't have happy kids if I don't have happy teachers."

As with most succession principals, he could not tell whether the climate had changed since he became principal. " I don't think it changed a lot. Maybe changed some thing's." I don't know because I don't know "if the water is hotter this year than last. Since [I] never had [my] "hand in the water how do I know [if there was a change]? I don't know if its better or its worse." In terms of plans for the remaining next eight months the principal indicated the main plan is "if everybody is really happy right now, it would be to keep everybody happy.""

Among the six succession schools Midvale School was interesting as it moved from a disengaged to an open climate. The school, with frequent enrollment changes is in a low income, mature neighborhood. Principal support stayed high, but teacher support moved from below average in May to a high in October.

The principal indicated that this placement was a real test of his leadership and administrative skills because "it was in a different neighborhood and different clientele and different kinds of concerns. I thought that my abilities would have been better used and suited to a community of a school that was closer in characteristics to Western." I had some problems in my own mind adjusting and accepting to the fact that they were asking me to move to a school where my abilities were not proven and I was not sure whether my abilities could be proven and beneficial to the school."

Initial response to the school soon altered after the first few days since "I know that I can handle it." The high pressure of the upper socioeconomic areas where parents become involved with education is not evident here. "The stress factor is certainly reduced. Much easier to deal with these kinds of concerns than it was to deal with the parent kinds of concerns where you don't have much influence on."

Past experiences as a teacher with new principals seems important in how he approached leadership. The experiences were "in two extremes, [one]. . . where things were not very healthy and the other one was where the principal should have maintained what was going but actually withdrew from everything and did not maintain what was going on." He tried to balance gradual change with the need for action: "teachers expect you to have some vision some direction and you have to do is to be very careful that you don't unload on them in the first little while and change things in such a way that they are not going to support or understand what you are trying to do." His leadership style as one that "will change as the year goes on. Right now or not even right now but in the

first month or so it was one of being a listener. . ." The change was to "one of becoming a little more active and establishing a vision for the school. Involving others and reading when and where it is appropriate to make the next change."

The importance of school climate was articulated in the statement as "the vehicle to make everything else work in a school. It. . . makes or it breaks the school. . . drives all the other parts of the school." The climate of the school "at this particular moment is in a transition, one of frustration one of not knowing to some extent. To be honest I make not apologies for that because I think it is part of going through and questioning what we have done in the past. If the climate is "still in transition a year from now I think we have missed the boat. Right now I think it is where I want it to be, a bit unstable in a positive way."

Two schools, Saturn and Clayton, did not experience a change in principals, but did change from disengaged to open climates. Informal discussions with both principals took place to explore possible reasons for the change.

The principal of Clayton described a "major internal staff problem, one staff accusing another of personal harassment. This incident permeated the entire staff creating two groups. It showed uncertainty; it dragged on and on, there were a lot of loose, uneasy feelings on staff. It never came to a head, partly because of trying to keep it from being public. . .There were a lot of rumors. It went through several formal activities to try to resolve it. It kind of split the staff and the end result of it was each person arrived at their own feelings of what had happened."

Principal support at Clayton increased between the two questionnaire periods. One comment from the principal offers a possible explanation for the change in support. There were eight new staff members to the school at the beginning of the school year and the principal stated, "There was a fairly high turnover, people leaving who had been there a long time. Maybe people were wondering what it was going to be like in the fall. No one was leaving under dissension."

The comment "I don't think there has been much a change." suggests that the Clayton principal did not perceive that the school's climate had changed. If there were to be climate changes, "perhaps the time of year may account for changes, when I hand out forms such as staffing plans and book orders and I need information. . . If I had guessed, I would have guessed the [the staff support] would have decreased simply because in May we had a group that had worked together for a fair long time. In October, because we had a fairly high turnover, we had a staff that had not worked together very long. Perhaps some

long term friends were leaving and these things and maybe some were thinking maybe I have to go next year."

Saturn was another school that experienced a change in climate, and a 25 percent change in staff appears to be one factor. Principal support increased and one explanation for the increase in principal support could be that the staff complement change "occurred in such a way with an increase in staff in the middle years grades that the work load decreased." "What one teacher was doing last year is now being shared by two guys."

One of the new teachers came out of a very difficult situation according to the principal: "this was shared with me by the person's previous principal. He came out of situation. . . of a large split class and a challenging situation." "Another teacher moved out a situation where he had been a teacher for 10 years and this is his first transfer. That has been very difficult on him. However "he is such a creative character that not only have things improved but things are looking better than they have ever looked." Change in teachers support could be accounted for by the fact that, as a teacher prepares to leave a staff there is a distancing that occurs. Teacher support increased when a new teacher with a difficult class who "was in trouble pretty quick and all of the staff that is there at one time or another has dealt with these kids. Everybody sort of recognized they have been there with these guys and there was a certain support that moved in his direction probably because they saw he needed it."

Principal support may have increased when one discontented teacher left and another "who left the staff had felt frustrated with the high class enrollment upset that "the previous year we were able to get another teacher, while this year we were unable to get another (teacher). He was stuck with the class that he was stuck with. There would have been a high level of frustration with that." One of these staff members was replaced by a person who had been on a temporary contract for two years and pleased with the position since it was "right where she wanted to be."

Discussion and Conclusion

What do these findings signify about the influence of principal succession on a school's climate? Preliminary findings suggest mixed, but small effects.. Some schools did become more open while others became more disengaged and still others changed very little. Hart (1993) asserted that most successions result in small disruptions and then usually a return to the status quo, never dramatically altering the climate. The findings also support Hall & Mani's (1992) research which suggest that principals do believe in and aware of the

importance of a positive school climate. Mintzberg (1973) suggested that administration requires actions and these actions have effects. Succession principals sense this and move cautiously, tending initially to wait and see. Most principals new to a school sensed a need to make some form of change to improve the quality of instruction as suggested by Hoy, Tarter, & Kottkamp, (1991). What seems to vary among principals in the length of time to monitor and learn about the situation until a courses of action are taken by the principal to create change.

Miskel and Cosgrove (1985) noted that replacing principals did not have an effect upon change in the school. Certainly some of the succession principals believe teachers do expect change. Ganz and Hoy, (1977) stated that when a school has a change in the principal, the staff may see this as an indication that the school will encounter some form of change. However, Hart (1993) suggested that not only do staff expect a new principal to bring changes, but that failure to do so may create disillusioned staff and make future change very difficult. Our interviews will examine whether teachers expect change from new principals. One succession principal worried that not changing could lead to problems for the succession. This principal, within two months, was actively making plans to avoid the disillusionment by creating with staff a three-year plan for the school.

School boards sometimes replace principals to improve a school's effectiveness in offering an education to students (Hart, 1993). The interviews with superintendents did not support the viewpoint that the schools were in trouble and needed new principals. Rather, successions resulted because it was time the principal moved schools to obtain further administrative experience; only one succession was perceived to be related to a need to improve the school's effectiveness.

Principals voiced concern for making too many demands on teachers and for being perceived as not caring about their staff. These concerns lend support to the idea, advocated by Kunz & Hoy (1976), that task-oriented principals may encounter difficulties in obtaining the staff's support in general and for change in particular. This may account for the emphasis principals placed on being more person-oriented and demonstrating concern for staff, as well as for the high principal support scores found in these schools.

Resource influence also appears to be an issue. Inability to provide necessary resources could result in a school becoming ineffective (Goldman, Dunlap, & Conley, 1993). This research suggests that teachers in this school division perceive principals as not being effective in obtaining resources for

school programs. The increasing classroom enrollments and reductions in budgets may be instrumental in creating and sustaining this impression.

This research suggests that school climates are not terribly stable or at least that their measurement does not provide stable assessment. The changes that we have reported may be due to a variety of factors, and it is difficult to isolate the effect of a principal change. Since both non-succession and succession schools experienced climate changes, administrative succession does not necessarily change a school's climate. Teacher turnover is a probable additional influence. In the early part of the school year most of the schools experiencing a succession became more open particularly in their relationships with fellow teachers. The openness may be a result of a fresh and revitalized staff returning from summer holidays and/or a sincere desire on the part of a professional teacher to keep and open mind and an optimistic nature while giving new principals an opportunity to prove themselves.

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